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Engineering Conflict for Organizational Innovation through Social Capital and Relational Structure in Hybrid School Governance for Advancing SDG 16

Alif Firdaus Zamzam*, Yatim Riyanto, Muhamad Sholeh

State University of Surabaya, Surabaya, Indonesia



DOI : <https://doi.org/10.63230/jocsis.3.4.327>

Sections Info

Article history:

Submitted: March 12, 2026

Final Revised: July 8, 2026

Accepted: July 30, 2026

First Available Online: September 5, 2026

Publication Date: December 27, 2027

Keywords:

Conflict Engineering;
Hybrid School Governance;
Organizational Innovation;
Relational Structure;
Social Capital.

ABSTRACT

Objective: To examine conflict engineering as a proactive organizational practice that deliberately structures naturally occurring tensions into a repeatable cycle of organizational learning and innovation, rather than merely resolving conflict after it emerges. **Method:** Using a qualitative multi-site case study, the research investigates governance practices in two hybrid schools combining academic and residential functions in Lamongan Regency, Indonesia. Data were collected from 34 purposively selected informants through semi-structured interviews, participant observation, and document analysis, and were analyzed using within-case coding and cross-case synthesis. **Result:** The findings reveal that conflict engineering operates through six interconnected stages: detection, diagnosis, intervention design, facilitation, evaluation, and learning. Social capital, manifested in trust, shared norms, and informal networks, enables organizational actors to channel tension into constructive competition and collaborative problem-solving. The findings further identify relational structure as a provisional boundary condition: horizontal conflicts among peers were more amenable to engineering and were associated with organizational innovation, whereas vertical conflicts tended to encourage avoidance under conditions of high power distance. **Novelty:** The study's novelty lies in conceptualizing conflict engineering as a cyclical governance mechanism enabled by social capital and conditioned by relational structure, while repositioning the classical POAC functions (Planning, Organizing, Actuating, and Controlling) as its operational mechanism rather than its theoretical foundation. The study thus extends conflict management from reactive resolution toward deliberate organizational learning and innovation.

INTRODUCTION

Conflict in educational organizations has conventionally been treated as a problem requiring rapid resolution. Sociological theory, however, has long challenged this assumption. Simmel (1955) and Coser (1967) argued that conflict performs integrative social functions, reinforcing normative boundaries, testing group solidarity, and enabling the formation of new relational structures. Within organizations, task-based disagreements, when structured appropriately, can improve decision quality, stimulate creativity, and sharpen the evaluation of alternatives (Baron, 1991; Jehn, 1997; DeChurch et al., 2013).

This study takes that insight a step further by reframing organizational conflict through the lens of paradox theory (Lewis, 2000; Smith & Lewis, 2011). Paradox theory treats organizing as the ongoing management of contradictory yet interrelated demands that persist over time and cannot be resolved once and for all. Conflict, on this reading, is not a deviation to be eliminated but a recurring tension to be engaged. Productive organizing therefore depends less on resolving tension than on holding and channeling it through cyclical responses (Smith & Lewis, 2011; Weiser & Laamanen, 2022). This reframing motivates the paper's central construct: conflict engineering as the deliberate